

RCC and ATD: What We Found Out During Our Planning Year



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Persistence to Graduation Varies by Starting Level

Students Starting in Fall 2002, Course Completion Through Fall 2007



Starting Level	Completed a College-Level Course	Completed 15 College-Level Credits	Graduated or Transferred to 4-Year
ESL	51%	32%	10%
Basic Math	62%	28%	17%
Introductory Algebra	80%	53%	26%
Intermediate Algebra	95%	73%	37%
Developmental Reading and Writing I or II	70%	41%	24%
Pre-College Reading or Pre-College Writing	76%	49%	21%
College-Level	--	51%	35%

Progress to College-Level Varies by Student Characteristic

Students Starting in Fall 2002, Course Completion through Fall 2007



Category	Completed a College-Level Course
Females	63%
Males	72%
Day	69%
Evening	65%
Less than 25 years old	66%
25 or Older	71%
Part-time	61%
Full-time	85%
No Pell	58%
Pell	79%
African	67%
African-American	64%
Haitian	67%
Latino	53%
Eastern European	65%

What Students Say is Most Important to Their Success

Spring 2008 Survey of Students in Their First Year



Students Saying the Following are Very Important	%
Exams and quizzes are graded fairly	86%
Instructors are knowledgeable about subject matter	86%
Instructors push students to overcome obstacles	86%
Assigned homework is relevant, helpful, and fair	86%
Instructors are available outside of class	84%
Instructors set clear expectations	82%

Many Students Feel That They Do Not Get Sufficient Support to Succeed

Spring 2007 CCSSE Results

Category	Say That People Are Able to Help Them at RCC
Overall	64%
Full-time	67%
Part-time	60%
Ever took ESL	77%
Ever took Developmental Reading	72%
Ever took Developmental Math	72%
Did not work	66%
Worked 30 plus hours	65%
Day student	67%
Female student	57%
National two-year average	81%

RCC ATD Priority Areas

- Improve developmental instruction, particularly in math and at the lower developmental levels.
- Implement proactive advising strategies for students in their first year.
- Improve the classroom experience for students in their first year.
- Link the budgeting process more closely to student success measures.
- Establish new student success goals in the strategic plan.

Improving Developmental Instruction

- Establish several learning communities with different course configurations.
- Create a position for a Director of Development / Reading Specialist
- Establish new tutoring models for all developmental courses.
- Faculty development, including contextualization, use of technology, etc.
- Do more to identify learning disabilities.

Proactive Academic Advising

- Increase the percentage of students taking the college success course.
- Strengthen our early warning system.
- Introduce a more comprehensive and intrusive advising model in the learning communities.
- Get more full-time and part-time faculty involved in advising.
- Move advising center mission from service delivery towards resource center for students, faculty, and staff.

Improving the Classroom Experience in the First Semester



- Continually reassess and prioritize areas for faculty development based on likely impact on student success.
- Bring more content and pedagogy specialists on campus in areas where we have the greatest issues.
- Involve recently trained instructors in ongoing peer-to-peer training.
- Continually improve quality control of the instruction we provide.
- Provide parity of opportunity for professional development for full-time and part-time faculty.

Budgeting for Student Success



- Establish internal reporting system linking student success with budget allocation process.
- Establish academic program reviews as a component of the budgeting process.
- Prioritize developmental learning for increased funding.
- Develop fundraising plan that links resource allocation to student success.
- Assess appropriateness and adequacy of technological resources to student learning needs.

Strategic Planning and Student Success



- Ensure that student success is a cornerstone of goal and strategy selection in our next strategic plan.
- Make sure that student success measures are well-represented among the key performance indicators adopted.
- Widely distribute progress relative to performance benchmarks throughout the campus.
- Devise new strategies where progress is insufficient.
- Link the strategic planning process even more closely to the budgeting process.

Questions?

